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ABSTRACT

The military theme at Northeast Law, Public Service, and Military High School in Kansas City, Missouri, was evaluated during its second year of implementation (the 1990-91 school year). After a shaky start, the second year brought increased stability to the program. Program objectives were in place, and all military theme staff had been hired by October 1990. Visual evidence of the military theme was found in 100 percent of the classrooms that did not solely house classes for the law and public service theme, compared to the second semester of the first year, when evidence of the theme was seen in only half of the classrooms. During observations of classroom instruction, 100 percent of the time in fourth-hour leadership drill classes and 89 percent of the observation intervals in the other fourth-hour leadership classes and the military science classes was spent on theme-related instruction. In core classes for military students and in non-theme classes, no theme-related instruction was observed. Student leadership, a major focus of the theme, was seen during 78 percent of the observation intervals in leadership drill classes and during 71 percent of the intervals in grade-level military science classes. Students in non-theme classes were not observed in leadership activities. Recommendations include strengthening the Navy aspect of the program, continuing the opportunities for student leadership and hands-on military activities, and considering increasing the infusion of the military theme into non-theme classes. (KC)

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Formative Evaluation of the Northeast Military Magnet High School

1990-1991

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The School District of Kansas City, Missouri

August 1991

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Formative Evaluation of the Northeast Military Magnet High School

1990-1991

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August 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Executive Summary

The military theme at Northeast Law, Public Service, and Military High School was in its second year of implementation during the 1990-1991 school year. After a shaky start, with uncertainty about the branch of service that would be used at the school, the lack of a planning outline with which to begin the program, and unfilled program leadership positions during the first implementation year, the second year brought increased stability to the program. Program objectives were in place, and all military theme staff had been hired by October 1990.

When observers looked for visual evidence of the theme, much was found in the halls and public areas of the building. Visual evidence of the military theme was found in 100% of the classrooms which did not solely house classes for the law and public service theme, compared to the second semester of the first year of implementation, when evidence of the theme was seen in half of the classrooms (52%). During observations of classroom instruction, 100% of the time in fourth-hour leadership drill classes and 89% of the observation intervals in the other fourth-hour leadership classes and the military science classes was spent on theme-related instruction. In core classes for military students and in non-theme classes, no theme-related instruction was observed.

Student leadership, a major focus of the theme, was seen during 78% of the observation intervals in leadership drill classes and during 71% of the intervals in grade-level military science classes. Students in non-theme classes were not observed in leadership activities during any observation intervals.

Recommendations in regard to the military magnet program at Northeast included strengthening the Navy aspect of the program, continuing the opportunities for student leadership and hands-on military activities, and considering the appropriateness of increasing the infusion of the military theme into non-theme classes. Program leadership was also encouraged to review measurable objectives for each program goal in the planning outline and to update them as appropriate.

Formative Evaluation of the Northeast Military Magnet High School

1990-1991

Introduction

The 1990-1991 school year was the second year of implementation for Northeast Military Magnet under the *Long-Range Magnet School Plan* (Hale and Levine, 1986). In the 1989-1990 school year, the military science theme joined the law and public service theme at Northeast which was in its third implementation year during that year.

Following a description of the program and a discussion of the design, the report will address the results of the evaluation study. The results section includes information on enrollment, program implementation, perceptions about the program, and achievement.

Program Description

During the second year of implementation, the military students at Northeast took two periods of military science daily. One period was instructional in nature, with students assigned to classes on the basis of grade. At all grade levels, the curriculum of the instructional period was the Army's Program of Instruction. The other period, fourth-hour leadership, was composed of four content areas (leadership drill, physical training, aerospace technology, and air force organization) with students rotating among the content areas. Although a course in naval operations had been planned for the fourth hour, it was not offered and the air force organization course was substituted for this course in the winter. The fourth-hour period included the opportunity for military students to eat lunch together as part of the program. Each Wednesday during fourth-hour leadership period, guest lecturers from the Air Force, Marine, and Navy branches of service helped to provide a combined military environment.

Evaluation Design

The evaluation for the 1990-1991 school year was designed to answer the following questions:

1. Has the program met the established enrollment goals?

2. Was the program implemented as detailed in the *Long-Range Magnet School Plan* (Hale and Levine, 1986) and in the planning outline of the school?
3. What are parent, student, teacher, and school leadership perceptions about and attitudes toward the program?
4. What are the levels of student achievement in the school?

This formative evaluation report covers the 1990-1991 school year. Enrollment and racial composition data are presented for the first and second years of magnet school operation, plus the year before the school became a magnet (1986). Program implementation was measured by site visits, classroom observations, interviews with school leadership, teacher questionnaires, and review of documents. Perceptions of parents, students, teachers, and school leadership are presented in this report. Students and teachers responded to questionnaires; parents and leadership were interviewed.

Results

Enrollment

Table 1 compares the capacity of the program with the actual enrollment. As can be seen, two grade levels were slightly over capacity; one grade level was slightly under capacity; and one was considerably under capacity, reaching three-quarters of its capacity.

Court-ordered minority/non-minority enrollment goals are a crucial aspect of the magnet school plans. Each year, the schools are expected to move at least 2% closer to a 60%

Table 1

Northeast Military Magnet
Capacity & Actual Enrollment
September 1990

Grade	Program Capacity[1]	Actual[2]	Difference	% of Capacity
Nine	76	84	+ 8	111%
Ten	131	99	-32	76%
Eleven	48	42	-6	88%
Twelve	21	22	+ 1	105%
Total	276	247	-29	89%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity utilized by the Admissions Office when placing students in magnet program.

2 From *September 26, 1990 Student Membership* (Research Office, 1990).

minority/40% non-minority balance in grade levels which have a higher-than 60% minority student population. A grade level with a minority enrollment lower than 50% is expected to move at least to a 50% minority enrollment, with a goal of moving to a 60% minority enrollment. In addition, the school itself had a 1990-1991 program objective to "meet the 60% and 40% minority/non-minority requirements of the magnet program."

Table 2 delineates Northeast's military enrollment figures for the first and second implementation years, plus the school's enrollment for year prior to its becoming a magnet school (1986). Enrollment figures used in this evaluation were drawn from official student membership reports prepared by the district's research office. These reports are based on enrollment figures reported by the school on the fourth Wednesday in September. As can be seen from the table, the percentage of minority students at each grade level during the first year of implementation was between 50% and 57%. In the second implementation year, the ninth through eleventh grades' minority percentage increased to just over the 60% target (62% or 63%), and the twelfth grade came up to 59% just under the 60% target. The enrollment at the twelfth-grade level met the goal in 1990.

Table 2

Northeast Military Magnet Enrollment

	Sept. 1986		Year 1 - Sept. 1989		Year 2 - Sept. 1990	
Grade	Enroll.	Percent Minority	Enroll.	Percent Minority	Enroll.	Percent Minority
Nine	404	52%	115	57%	84	62%
Ten	299	63%	67	54%	99	63%
Eleven	196	57%	21	52%	42	62%
Twelve	187	56%	20	50%	22	59%*
Total	1086	56%	223	55%	247	62%

Note: Percentages are rounded to the nearest whole percent. 1986 enrollment figures are from the year prior to the school becoming a magnet and are computed by subtracting students in self-contained special education programs (numbers obtained from the Research Office) from total enrollment figures reported in A By-School Comparison of Student Enrollment by Race & Grade for the Years 1986-87 & 1987-88 (Research Office, 1987); 1989 enrollment figures are from *September 27, 1989, Student Membership* (Research Office, 1989); 1990 enrollment figures are from *September 26, 1990, Student Membership* (Research Office, 1990).

* The enrollment goal was reached at this grade level.

The military also had established a theme objective of reflecting a cross section of male and female students. Of the 247 students in the program, 36% were female and 64% were male.

Implementation

Staff. After being understaffed during the first year of the military theme implementation, with the curriculum coordinator position and three resource teacher positions vacant, two magnet resource teacher positions remained unfilled at the opening of the second implementation year. In the 1989-1990 evaluation report (Clay, 1990), a recommendation was made to continue efforts to fill military positions and the school adopted this effort as a program objective for the 1990-1991 school year. During the first implementation year, persons who met all the qualifications for the resource teacher positions had not been found. Therefore, a request was made by school leadership to waive certain qualifications. By mid-September, these two positions were still pending board approval, which included a waiver of some of the qualifications for the position. All magnet positions were filled by October of the second implementation year, according to program leadership.

Program. According to the *Long-Range Magnet School Plan* (Hale and Levine, 1986), the military magnet program was to provide opportunities to participate "in ROTC programs, other than the Army ROTC program currently available at each Kansas City, Missouri, School District senior high school." Arrangements will be explored to introduce Air Force ROTC, Navy ROTC, Marine ROTC, and/or Coast Guard ROTC programs for students at selected high schools" (p. 97). Later, Northeast High School was identified as the sole location of the military magnet program. During the summer of 1989, hopes were dim of being able to implement the military program at all, since the Navy declined to be the branch of service featured at the school.

Just prior to school opening in the fall of the first year, the program was assured, with the Army becoming the featured branch of service. In August, a retired Army officer was hired as program administrator for the military science theme.

As mentioned above, each student enrolled in the military science theme took two hours of military science daily, one instructional hour and one leadership hour. The instructional period was divided by grade level, with military instructors following the Army's Program of Instruction. Topics such as leadership (involving the keeping of a leadership journal), map

reading, first aid, personal hygiene, rifle training, and how to wear and care for a uniform comprised the curriculum for this period.

All military science students had an extended fourth-hour period in which they had lunch together and participated in a leadership course. The leadership course was divided into four content areas, through which the four student military companies rotated, attending each of the four content areas one day each week. The four content areas were leadership drill, physical training (including weight training and the weight training team), aerospace technology, and air force organization. On the fifth day, Wednesday, all four companies attended a military lecture provided by speakers from the Army, Air Force, Navy, and Marines. These Wednesday lectures also included a former prisoner of war and occasional community representatives (attorney, architect, youth worker, volunteer representative). The Wednesday lectures responded to a program objective to "establish a guest speaker program to emphasize all branches of the military."

In addition, an eight day Air Force personal development course was offered to students in their first three years military studies. According to a document provided by program leadership, this was a comprehensive course to instill discipline, confidence, pride in the wearing of the uniform and respect for authority.

During the first semester, all military students took English in the fifth period while the law and public service students ate lunch. A reorganization of the ninth grade military science cadets began second semester, 1991. The reorganization involved the ninth grade military students taking English, math, and social studies in classes of only military students during hours five, six, and seven. According to a document provided by program leadership, this reorganization brings more accountability within the Military Science Department and helps the tactical officers better evaluate the academic achievement of each cadet. It also allows cadets to participate in field experiences without missing classes.

A expansion of the program was planned for the 1990-1991 school year (see Clay, 1990). According to program administration, in this expansion, all students would follow a generic ROTC program of instruction the first two years of high school using the Army Program of Instruction. As students advanced to their eleventh- and twelfth-grade years, the plan was that they would select Air Force, Army, or Navy as a specialization, taking courses in the last two years that focus on topics specific to their branch of specialization. Also in the plan was the wearing of branch uniforms on specified days and field trips specific to the specialization.

The actual program for 1990-1991, as stated above, included a continuation of the Army Program of Instruction for all four years of the program. During the second semester, the fourth-hour leadership period included one day each week of Air Force Organization for all students, regardless of their grade level. Civil Air Patrol was instituted on an extra-curricular basis.

Although a fourth-hour naval operations class had been scheduled, no Navy courses were actually offered. The appointment of a math teacher already at the school to the position of Navy resource teacher was made after school started in the fall. During both semesters, the Navy resource teacher taught five periods of mathematics and had no class assignments related to the Navy. After the mid-winter reorganization, three of the five math periods were for ninth-grade military students, and two were basic algebra courses. According to program leadership, students wishing to specialize in the Naval branch made appointments with the Navy resource teacher on an individual basis, presumably during that person's planning time, since the five "teaching periods" were filled. The reason for not freeing up the resource teacher's time to teach Naval Operations or to serve as a Navy resource to the program and to the school as a whole could not be ascertained. In spite of the full load of math classes, this person was "invaluable in leading our senior cadets in Navy matters . . . (and) was instrumental in creating programs involving the Navy," according to program leadership. School leadership stated that this teacher has switched military branches and is now in the Army Reserves rather than the Naval Reserves.

Students in the Civil Air Patrol were encouraged to wear their uniforms on Mondays. No Air Force or Navy Branch uniforms were issued to students. According to theme leadership, all students wore grey program uniforms on Mondays, Tuesdays, and Thursdays and green Army uniforms on Wednesdays. On Fridays, there was no uniform requirement so that uniforms could be cleaned over the weekend.

The attempt to secure Navy sponsorship of a four-year military program at Northeast, which was initiated by program leadership in May 1990 (Clay, 1990), did not receive a response from the Navy, according to theme leadership. Therefore, this possibility has been abandoned for the present.

Theme-Related Field Trips and Activities. The Northeast drill team had a busy schedule of drill meets, including trips to the University of Kansas at Lawrence; to Joplin, Leavenworth,

Junction City, and Boys Town; and to the Air Force Academy in Colorado Springs. They also attended the national drill team competition at Daytona.

Additional trips include the school opening ceremony, the National Baptist Convention, a medal of honor ceremony, the Veterans Day parade, and a Federal Women's Association Lunch. A list of field trips for the 1990-1991 military science program provided by theme leadership is in Appendix A.

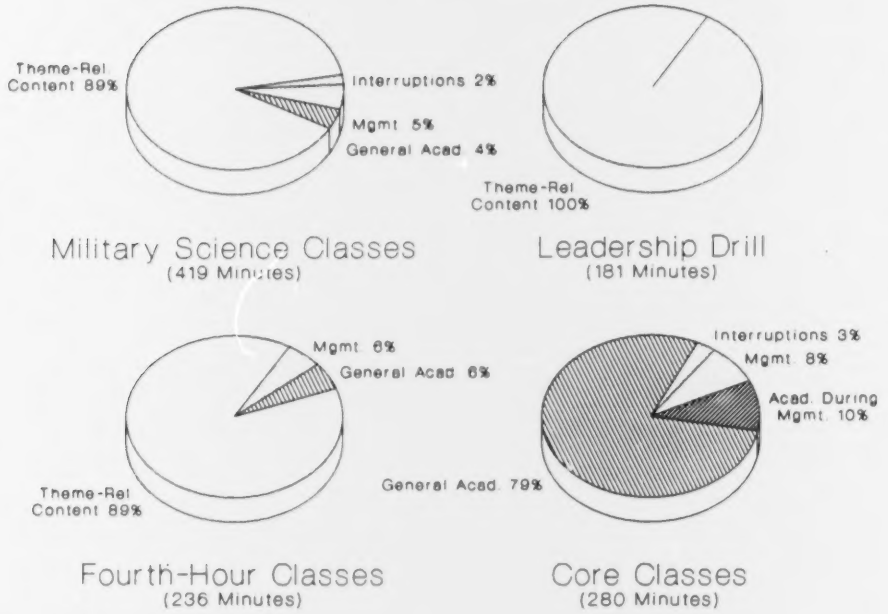
In April, the Air Force brought their laser recruiting van to the school. The laser van is a high-tech vehicle which houses a theatre capable of seating 30 students. The laser show demonstrated technology currently in use by the Air Force including medical, communications, and aerospace technology. This activity responded to a program objective to provide visual displays of career opportunities.

The federal military inspection is an annual activity of the military program. One of the 1990-1991 program objectives was to "achieve an overall outstanding rating during the annual federal military inspection at the end of the academic year." While program personnel felt that the results will be very positive, the official rating will not be known until August, according to program administration.

Observations. Observation data were collected to provide information about activities, including time spent in theme-related content and opportunities for students to exercise leadership. In all, 1695 minutes of observation were conducted. Each minute served as a discrete observation interval. From November through February, each time observations were conducted, the leadership period was observed, along with one randomly selected military classroom and two randomly selected non-theme classrooms. When the reorganization of the ninth grade cadets occurred during the second semester, a randomly selected ninth-grade core classroom and a randomly selected tenth-, eleventh-, or twelfth-grade English class for military students were substituted for the non-theme classrooms. The observations were unannounced.

Figure 1 shows the types of activities that occurred during the observations. In military science classes, 89% of the time was spent on theme-related content. In addition, 4% of the observation intervals in military science classes were spent on general academic content. In leadership drill, 100% of the observation intervals focused on theme-related content. In the other fourth-hour leadership classes, theme-related content was seen in 89% of the observed intervals and general academic content in an additional 6% of the intervals. In core classes

Figure 1
Activities During Observations



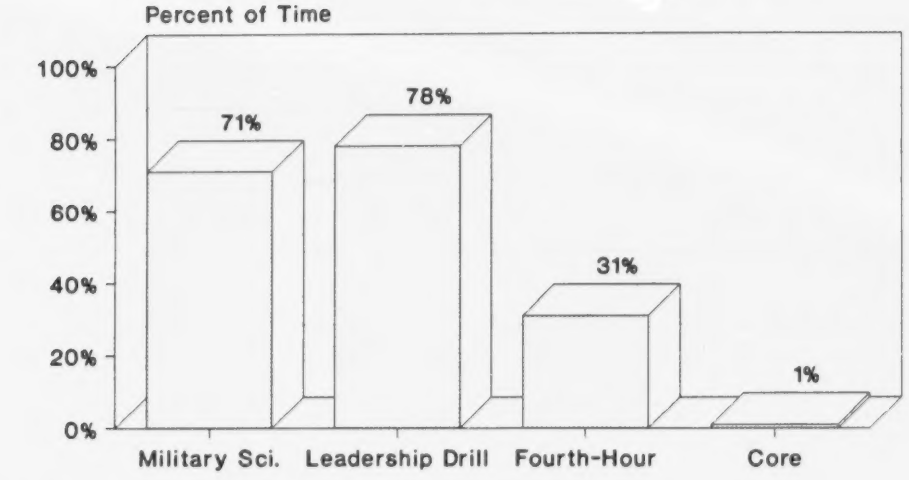
Military Science, 1990-1991

for military students (English at all grade levels and math and social studies for ninth grade), no theme content was observed; general academics were seen during 79% of the intervals; and an academic focus during teacher management activities was observed in 10% of the intervals (teachers spent a total of 18% of the intervals in management activities in these classes).

A major focus of the military program is student leadership. Therefore, student leadership was another area in which observational data were collected (see Figure 2). In military science classes, students were engaged in leadership activities 71% of the time. In fourth-hour leadership drill classes, students were providing leadership 78% of the time. In the other fourth-hour classes, students served in leadership capacity during 31% of the observation intervals. In core classes for military students, student leadership was observed in 1% of the intervals. In non-theme classes, students were not engaged in leadership for any of the observation intervals.

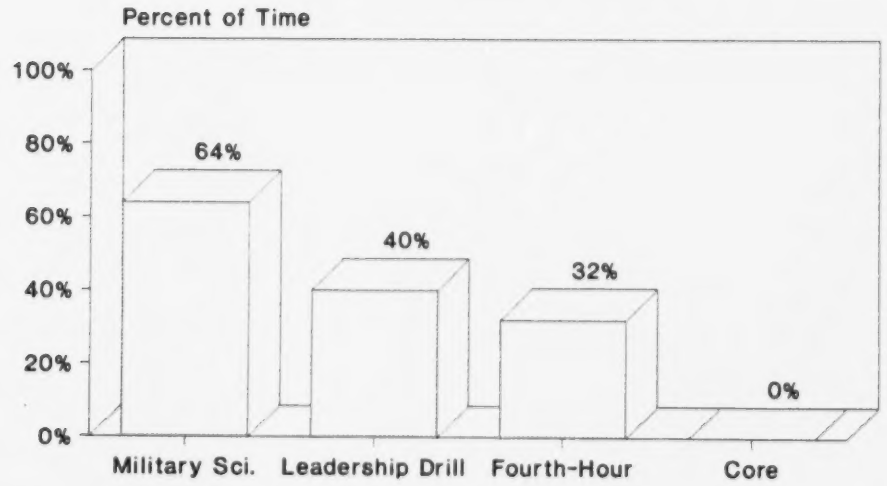
Hands-on military activities were also observed (Figure 3). In military science classes, 64% of the intervals contained hands-on military activities. Hands-on military activities were seen

Figure 2
Student Leadership During Observation



Military Science, 1990-1991

Figure 3
Hands-on Military Activities During Observation



Military Science, 1990-1991

in 40% of the intervals in leadership drill and in 32% of the intervals in the other fourth-hour classes. No hands-on military activities were seen in core classes for military students or in non-theme classes.

Infusion of the Theme. Increasing infusion of the theme was a program objective for the 1990-1991 school year. Although no theme-related instruction was seen in non-military classes in either implementation year, 9% of the observation intervals in the core classes for military students and 4% of the observation intervals in other non-theme classes included other types of theme infusion. An example of other theme infusion might be a teacher addressing a student as "cadet" or by their student military rank.

According to a report provided by school leadership, a variety of infusion activities took place in the school during the 1990-1991 school year. Twenty-one guest speakers were involved in classes across the curriculum. The military staff answered questions and lectured on issues in the Middle East in the social studies classes. The English department initiated a writing project for letters to service men and women in the Middle East. The military science department helped with the project by ensuring the students understood what to write and providing postage for the letters. Art students researched, drew, and painted military equipment. Some of these projects were displayed throughout the school.

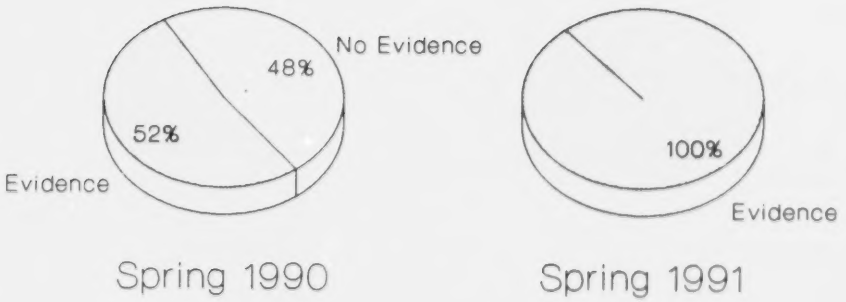
In visits to the buildings, visual evidence of the military theme seen in the halls included theme-related bulletin boards, banners, vocabulary, pictures and posters and a showcase with military displays. The library also had theme-related pictures and posters as well as a table with military material. The military material responds to a program objective to provide visual displays regarding entry-level military positions. In the cafeteria was a bulletin board with military pictures, a student-drawn mural of jet fighters, and theme-related pictures and posters. A military news article was on the wall in the office and one of the gymnasia has body-building equipment that serves both themes as well as theme-related pictures and posters.

Visits were made each semester to classrooms in which military students might have classes to note visual evidence of infusion of the military theme. During the first semester of the program, evidence was seen in 17% of the classrooms. In the spring of 1990, 52% of the classrooms had visual evidence of the theme, a substantial increase. Still, 48% of the classrooms remained with no visual evidence of the theme. In the 1989-1990 evaluation report, a recommendation was made to continue increasing visual evidence of the military theme in classrooms. A 1990-1991 program objective was adopted to "increase the visual evidence of

the military theme in the classrooms to at least 90%." When classrooms were visited in the spring of 1991, evidence was seen in each classroom visited (Figure 4). Categories of evidence looked for included bulletin boards, banners, vocabulary, theme-related pictures or posters, theme-related equipment, showcases with theme contents, and other miscellaneous evidence. The most frequently observed category was that of theme-related pictures and posters, seen in 94% of the classrooms (up from 45% in 1990, see Figure 5). The second most frequently seen category was "other" seen in 60% of the classrooms. Nearly two-thirds of this "other" category was accounted for by military wall and desk calendars.

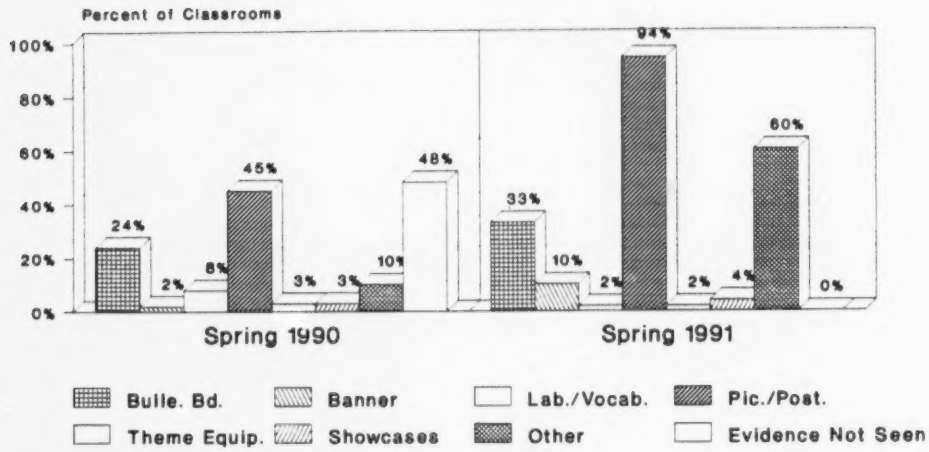
In an open-ended item on the fall questionnaire, teachers of non-military courses were asked to identify ways in which they had infused the military theme. The most frequently mentioned means of infusion was visual (such as posters, maps, pictures, and signs, mentioned by 14% of the teachers). Exposure to the military through the lecture and discussion was mentioned by 12%. The category of reading assignments was mentioned by 9%.

Figure 4
Percent of Classrooms Showing Evidence of Theme



Military Science, Spring 1991

Figure 5
Types of Evidence Observed in Classrooms



Military Science

Perceptions

In this section, responses to questionnaires and interviews are presented. Percentages were computed on the number of responses to each item. Responses to open-ended questions were categorized. Any category that received comments from at least 10% of the respondents is mentioned in the report. All comments, with personal and extraneous references removed, are typed and given to the principal.

Parent Perceptions. Parents of military students were called in the spring of each implementation year from a randomly-ordered list and in order to obtain their perceptions about the military science program. Parents of a quarter of the military students were interviewed (68 in the spring of 1991). Table 3 shows two years of parent perceptions of the school and the military magnet program. In 1991, five items had positive responses from more than 90% of the parents. Among these, 98% of the parents thought the school was clean and in good repair, 94% felt parent participation was welcomed at Northeast, and 94% thought communications from the school were understandable and helpful. One of the program objectives

Table 3

Northeast Military Magnet
Parent Perceptions About the School
and the Military Magnet Program

Item Content	1990 (N = 55) Yes	1990 (N = 55) No	1991 (N = 68) Yes	1991 (N = 68) No
1. Satisfied with the military program at Northeast	96%	4%	90%	10%
2. Military theme clear	85%	15%	91%	9%
3. Aware of military science extra-curricular activities	55%	46%	63%	37%
4. Satisfied with progress child has made in the military theme	80%	20%	79%	21%
5. Satisfied with progress child has made in basic skills[1]	60%	27%	60%	31%
6. Satisfied with child's military teachers	83%	17%	88%	12%
7. Principal is responsive to concerns	78%	22%	79%	21%
8. Communications from school understandable and helpful	96%	4%	94%	6%
9. Satisfied with communication from school	76%	24%	72%	28%
10. Parent participation welcomed at Northeast	93%	7%	97%	3%
11-14. During this school year, have you:				
11. Called or sent messages to child's teachers?	76%	24%	78%	22%
12. Attended parent teacher conferences?	62%	38%	68%	32%
13. Attended SAC meetings?	15%	86%	9%	91%
14. Attended other meetings or programs?	55%	46%	10%	90%
15. Northeast clean and in good repair	98%	2%	98%	2%
16. Would recommend Northeast military magnet	95%	6%	84%	16%
17. Satisfied with Northeast military magnetoverall	93%	7%	86%	14%
18. Child is safe at Northeast	82%	18%	72%	28%

Note: Percentages are rounded to the nearest whole percent.

1 An additional 13% of the parents in 1990 and 9% of the parents in 1991 indicated that they were satisfied with their child's progress in some of the basic skills areas, but not in others.

for the 1990-1991 school year was to "increase parent satisfaction with the military theme from 96% to 97%." Instead, as can be seen in item 1, the percentage of satisfaction decreased to 90%.

According to a 1990-1991 program objective, a quarterly newsletter was to be sent to parents (fall, January, February, March, and June copies of the "Viking Battalion Bulletin"

were sent to the program evaluation office). While 94% of the parents said that communications from the school were understandable and helpful, a quarter of the parents (28%) said that they are not satisfied with communication from the school, indicating that they would like more communication, presumably of the same quality. In the first implementation year, 55% of the parents indicated that they were aware of the military science extra-curricular activities. In the second implementation year, this figure rose to 63% of the parents who were aware of extra curricular activities, pointing to an increase in communication over the first year of the program. This figure was within two percentage points of the 1990-1991 program objective to "increase parent perception (sic) of military science extra-curricular activities from 55% to 65%."

While percentages for most of the items varied only slightly in the second year when compared to percentages of first year responses, three items raise concern. Parents reporting that they had attended meetings and programs other than parent teacher conferences and SAC meetings dropped dramatically from 55% in the first implementation year to 10% in the second. This raises questions: Were there fewer opportunities for attendance; were the meetings and programs not publicized as well; were parents less accessible (busier, living farther from the school)?

Two other items were less dramatic in numbers but potentially of more concern. Parents who would recommend the military magnet dropped from 95% in 1990 to 84% in 1991. Parents who felt their child is safe at Northeast dropped from 82% in 1990 to 72% in 1991.

Parents were questioned regarding district transportation. Only parents whose child used district transportation were asked these questions. Nearly all (96%) thought the transportation took a reasonable amount of time, 94% thought the transportation was safe, and 88% thought the transportation ran on schedule. Percentages were stable from the previous year.

When asked what they thought of the magnet application process, less than a third (30%) of the parents whose child was new to the program knew how students were selected for magnet schools (Table 4). About two-thirds of the parents (63%) who knew thought the process was fair.

Parents were also asked how they learned about the magnet program and why they chose the school for their child. The largest percentages of parents learned of the program through their child or through a district brochure (31% each). This year 65% chose the school because they liked the magnet theme as compared to 100% choosing the school because of the theme

Table 4

Northeast Military Magnet Parent Perceptions Regarding Magnet Application Process from Parents of Students New to the Military Magnet

Item Content	1990 (N = 55) Yes	1990 (N = 55) No	1991 (N = 37) Yes	1991 (N = 37) No
1. Application handled in a reasonable amount of time	91%	9%	89%	11%
2. Know how students are selected	38%	62%	30%	70%
3. Think the way students are chosen is fair[1]	57%	43%	63%	38%

Note: Percentages are rounded to the nearest whole percent.

1 Responses to this item are based on parents who indicated they knew how students are chosen.

last year. The same percentage (65%) chose the school this year because the child had attended last year.

Student Perceptions. Because military students were together during the fourth-hour leadership period, the questionnaire was administered to all students in the spring of each implementation year. Results from the student questionnaire from both years are shown in Table 5. Student responses were fairly stable over the two years of the program.

In 1991, the highest percentage of positive student response was to the item, "I feel comfortable at Northeast," to which nearly three-quarters (72%) responded positively. Sixty-eight percent also felt welcome at Northeast, and 61% felt safe (up from 53% in the 1990).

One of the 1990-1991 program objectives was to "increase student satisfaction with the military theme from 54% to 65%." The baseline of 54% was taken from item 1. Student positive responses remained steady at 54% in 1991.

Several items focused on reasons for choosing Northeast Military Magnet. Students could respond positively to more than one of these "choice" items. On these "choice" items, the most students (48%) chose the school because of the military theme. The next highest percentage (43%) chose the military theme because they wanted to go to Northeast. This item showed the most change from 1990 responses of any item on the questionnaire. In 1990, 54% of the students indicated they chose the program so they could go to Northeast.

Table 5

Northeast Military Magnet Student Perceptions

Item Content	1990 (N = 195) Yes	1990 (N = 195) No	1991 (N = 182) Yes	1991 (N = 182) No
1. I am glad I am part of the military magnet.	54%	46%	54%	46%
2. I think the students at Northeast get along well with each other.	39%	62%	39%	62%
3. I feel comfortable at Northeast.	68%	32%	72%	28%
4. I feel safe at Northeast.	53%	47%	61%	39%
5. I feel welcome at Northeast.	72%	28%	69%	31%
6. I like my military science classes.	55%	45%	51%	49%
7. I like my other classes at Northeast.	68%	32%	61%	39%
8. I like learning in a structured setting.	60%	40%	64%	36%
9. I like wearing a military uniform.	-----	-----	35%	65%
10. I am interested in exploring career possibilities in the military.	53%	47%	54%	46%
11. My courses at Northeast have helped me explore military career opportunities.	53%	47%	58%	42%
12. Being enrolled in the military magnet program has helped me attain my personal goals.	44%	56%	45%	55%
13. The military magnet program at Northeast has given me the opportunity to have positive relationships with a variety of groups.	53%	47%	59%	41%
14. I chose Northeast because I wanted to be a part of the military magnet.	43%	57%	48%	53%
15. I chose the military magnet program because I wanted to go to Northeast.	54%	46%	43%	57%
16. I am in the military magnet program because my parents wanted me to be.	20%	80%	16%	84%
17. I chose the military magnet program because my friends go to Northeast.	-----	-----	20%	80%
18. I chose the military magnet program because it is near my home.	-----	-----	19%	81%

Note: Percentages are rounded to the nearest whole percent.

Other than the "choice" items, the two lowest percentages of positive response were to the items, "I think the students at Northeast get along well with each other (39%)" and "I like wearing a military uniform (35%)." Slightly more than half (59%) thought the military magnet

program had given them the opportunity to have positive relationships with a variety of groups (a goal of the program).

Little more than half (54%) were glad they were part of the military magnet and about the same percentage indicated they liked their military science classes (51%). Sixty-one percent said they liked their other classes at Northeast. Sixty-four percent said they liked learning in a structured setting.

About half of the students (54%) said that they were interested in exploring career possibilities in the military. A similar percentage (58%) said their courses at Northeast had helped them explore military career opportunities (a goal of the program). Fewer (45%) said that being enrolled in the military theme had helped them attain their personal goals (a goal of the program).

Students were asked in open-ended questions what they liked best and what they would like to change about the military magnet program. In regard to what they liked best, 10% of the students cited military classes or curriculum. "Nothing" was the response of 21% of the students. Of the changes students would like to see in the program, comments about the uniforms far outnumbered any other category, with 23% of the students wanting to wear uniforms less often.

Teacher Perceptions. The results of the spring teacher questionnaires, administered to all teachers, are presented in Table 6. As can be seen, teachers had more positive responses to most items in 1991 than in 1990. More teachers in 1991 (91%) felt they had been able to infuse the theme into the courses they taught (up from 75% in 1990). More teachers were positive about the support provided by the building military theme staff (90%, up from 81% in 1990) and by the building level administrative staff (84%, up from 69% in 1990). Teacher response to the supportiveness of the building level administrative staff more than met the 1990-1991 program objective to increase this percentage to 75%. More teachers were satisfied with theme-related staff development (93%, up from 75% in 1990). Data collected from teachers during the summer in-service similarly indicated primarily positive responses of teachers to the military theme-related in-service (see Appendix B for more information).

Teachers were asked to rate the military magnet program at Northeast. Table 7 shows that, in the spring of 1991, three-quarters of the teachers (76%) rated the program as good or excellent.

Table 6

Northeast Military Magnet Teacher Perceptions

Item Content	1990 (N = 67) Yes	1990 (N = 67) No	1991 (N = 86) Yes	1991 (N = 86) No
1. Military magnet theme is clear	94%	6%	99%	1%
2. Familiar with goals and objectives	83%	17%	93%	7%
3. School is implementing military theme	91%	10%	100%	-----
4. Able to infuse military magnet curricula into basic curricula of district	75%	25%	91%	9%
5. During the year some staff development sessions addressed military theme	91%	9%	87%	13%
6. Satisfied with military theem staff development sessions during the year	75%	25%	93%	7%
7. Building military science magnet theme staff (program administrator, curriculum coordinator, military resource teachers) provided support to implement military magnet theme	81%	19%	90%	10%
8. Building level administrative staff (principal, vice principal, coordinator of instruction) provided support to implement military magnet theme	69%	31%	84%	16%
9. Able to get materials needed to implement military magnet theme	82%	18%	91%	9%
10. Enjoy participating in military magnet program	92%	9%	88%	12%[1]

Note: Percentages are rounded to the nearest whole percent. Not all teachers responded to every item. Percentages are based on responses only.

1 These responses were from the fall 1990 questionnaire.

Table 7

Northeast Military Magnet
Teacher Rating of Military Magnet Program

Semester	Poor	Fair	Average	Good	Excellent
Spring 1990 (N = 67)	2%	13%	21%	46%	18%
Spring 1991 (N = 85)	**4%**	**9%**	**12%**	**39%**	**37%**

Note: Percentages are rounded to the nearest whole percent.

In open-ended questions, teachers were asked to identify strengths of the program, hindrances to implementation, and suggestions for change. A strength of the program identified by 28% of the teachers was the staff. Uniforms were mentioned as a strength by 10%. Lack of student discipline was identified as a hindrance by 10% of the teachers. When suggested changes were categorized, no category was mentioned by 10% or more of the teachers.

School Leadership Perceptions. When asked if they experienced any difficulties with school start-up or during the school year, leadership at Northeast indicated that no difficulties were experienced. All supplies and materials were delivered to the program in a timely manner. The transportation situation was "great" this year.

Changes anticipated in the program during the 1991-1992 school include implementation of a study period that will help students make more use of the library. The military library resource teacher will be implementing a nine-week block of instruction for this purpose. A one or two week course is also planned to help students improve scores on the ACT test. School leadership indicated a need to continue to minimize the focus on the Army as the instructional core.

Achievement

For the formative evaluation, reading, written expression, and math Tests of Achievement and Proficiency (TAP) percentile ranks based on mean grade equivalents are presented for military magnet students at each grade level during both implementation years. These data are found in Table 8. The 1991 percentile ranks of military students in grade eleven increased over the 1990 percentile ranks in all three subject areas reported. The military students' percentile ranks were also above the district averages in reading and math for this grade level. The ninth and twelfth grade military students had percentiles ranks lower than those of the total district in all three subject areas. Further, the percentile ranks at these two grade levels slipped from the corresponding ranks in the previous year. The slippage was particularly pronounced for the ninth grade math test (from the 31st percentile in 1990 to the 17th percentile in 1991). A program objective was set to increase the TAP scores by 2% over those of last year (this amounted to a projected increase of one percentile rank for each grade level in each subject). The asterisks in Table 8 indicate reaching this objective. All three eleventh-grade percentile ranks and the reading and written expression percentile ranks for the tenth

Table 8

Northeast Military Magnet
Tests of Achievement & Proficiency
Percentile Ranks Based on Grade Equivalents

Test / Grade	Year One 1990			Year Two 1991			District 1991		
	Min.	Non-Min.	Total	Min.	Non-Min.	Total	Min.	Non-Min.	Total
Reading									
Nine	40	46	42	29	41	35	37	56	41
Ten	31	45	36	32	43	37 *	37	57	43
Eleven	24	54	37	41	49	43 *	37	58	40
Twelve	36	62	49	38	39	38	36	56	39
Written Expression									
Nine	36	39	37	32	31	32	43	52	45
Ten	34	40	35	37	41	39 *	43	53	44
Eleven	29	32	30	37	41	38 *	39	55	42
Twelve	37	43	40	37	26	32	39	49	41
Math									
Nine	28	36	31	18	17	17	32	51	36
Ten	36	38	37	27	35	30	36	52	40
Eleven	29	24	27	39	51	43 *	37	56	40
Twelve	30	40	35	34	20	29	36	49	39

* These percentile ranks reached the program's goal of 2% improvement over 1990 percentile ranks.

grade met the objective of a 2% increase (one percentile rank increase) over the 1990 percentile ranks.

Table 9 displays the tenth grade Missouri Mastery and Achievement Tests (MMAT) average scale scores in reading and math for all students at Northeast. The *Missouri Mastery and Achievement Tests, Guide to Score Interpretation and Use* (Missouri Department of Elementary and Secondary Education, 1990) indicates that a difference of 25 or more scaled score points represents a meaningful difference when comparing groups of students. As can be seen from Table 9, though the school's average scale scores are somewhat lower than those of the district in both subject areas, there is not a meaningful difference. There is, however, a meaningful difference between school scores and those of the state, with the school scores being lower in both subject areas. A program objective to increase MMAT scores of military students by 2% over those of least year was not measured since the 1991 scores were available for the total school only. Since this is a formative evaluation year, the reader is reminded that

Table 9

Northeast Law & Public Service
& Military Magnet Missouri Mastery
& Achievement Tests Average Scale Scores
Grade 10 - 1991

Program	Reading/English	Math
School	265	267
District	273	278
State	313	326

these test data are presented for informational purposes only and should not be used for decisions about program impact or outcomes.

Conclusions and Recommendations

During the second year of implementation of the military theme at Northeast, the program was adjusted and refined, building on the experiences of the first year of the program. Program staff at the school were pro-active about implementing recommendations resulting from the 1990 evaluation study.

In the first implementation year, staffing was incomplete. The program administrator was hired not long before school opened, and several of the military magnet positions remained unfilled during the entire first year of implementation. During the second year of implementation, all magnet positions were filled. The Navy resource teacher, however, did not teach any Navy-related courses during the 1990-1991 school year. Instead, this person carried a full load of math courses.

Visual evidence of the theme in the classrooms, which had been scarce when data collection was done in the first semester of the first year of implementation (in only 17% of the classrooms), had increased so that by the end of the second year at least some evidence was seen in all of the classrooms in which military students might have classes during the day. Leadership at the school expected all courses to infuse the military theme. Minimal infusion was seen in non-military classes (9% in core classes for military students, and 4% in non-theme classes).

A major focus of the military magnet theme is student leadership. During observations of the military science courses and fourth-hour leadership drills, students were providing leadership about three-quarters of the time. During other fourth-hour classes, students were engaged in leadership activities approximately one-third of the time. Students in non-theme classes were not observed in leadership activities during any of the observation intervals; and, in core courses for military students, leadership was seen in 1% of the intervals. Military instructors were obviously being intentional about seeking and finding ways for students to practice leadership skills.

While parents of military students responded similarly to most items in the two years of implementation, a smaller percentage of parents in 1991 said they would recommend the military magnet (84% compared to 95% in 1990). Parents who felt their child was safe at the school dropped from 82% in 1990 to 72% in 1991. Over the same period, interestingly, the percentage of students who felt safe at the school increased from 53% in 1990 to 61% in 1991. The need for additional communication from the district itself regarding the magnet selection process is evident since less than a third of the parents whose child was new to the program (30%) knew how students were selected for magnet schools.

Student responses to the military program were quite stable from the first to the second implementation year. Teacher perceptions improved in several areas from the first to the second program year. Notably, teachers were more familiar with goals and objectives, were more satisfied with military theme staff development, and were experiencing more support from magnet theme staff and building level administrative staff. In addition, a greater percentage reported being able to infuse the theme.

In light of these conclusions, the following recommendations are made:

1. Strengthen the Navy aspect of the military program. Although a Navy resource person has been hired, this person continued to be assigned a full load of math classes. Hence, a planned fourth-hour class in Naval operations was not offered. While program leadership stated that this person met, by individual appointment, with students interested in specializing in the naval branch, there were only planning periods when this person would have been free to schedule these appointments. Typically, resource teachers have three classes and are free to provide "resourcing" functions the other two periods.
2. Continue to be intentional about providing opportunities for student leadership and for hands-on military activities. In observations of theme-related classes, high percentages of these activities were observed.
3. Consider the appropriateness of increasing military theme infusion in non-theme classes. Infusion of the military theme was seen in 9% of the observation intervals in core courses for military students and in 4% of the observation

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intervals in other non-theme classes. Whether this is sufficient must be determined by program administration for the theme.

4. Review measurable objectives for each program goal in the planning outline, updating them as appropriate. In response to a recommendation in the 1990 evaluation that measurable objectives be developed for each of the program goals in the planning outline, some of the objectives were geared specifically to the 1990-1991 school year, thus necessitating a review and an update of the objectives as appropriate.

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Appendix A

1990-1991 Field Trips

Appendix A

1990-1991 Field Trips

September 1990	Bartle Hall, School Opening Ceremony - 12
	National Baptist Convention - 12
	Kansas City Royals, Frank White Day - 12
	Italian Festival Parade - 125
October 1990	NAACP Convention - 12
	Comets Game - 12
	Ft. Leavenworth - 100
November 1990	Medal of Honor Ceremony - 50
	Veterans Day Parade - 75
December 1990	Woodlawn Elementary School - 12
January 1991	KC School District Marketing Fair - 20
March 1991	Joplin Drill Meet - 38
	University of Kansas Drill Meet - 38
	Leavenworth Drill Meet - 38
	Federal Womens Association - 12
	Jefferson City, MO, Whiteman AFB - 100
April 1991	Junction, KS City Drill Meet - 38
	Air Force Academy Drill Meet, Colorado - 38
	Boys Town Drill Meet, Nebraska - 16
	Forbes AFB - 50
May 1991	National Drill Meet, Daytona, FL - 38
	Kansas City Field Day - 20
	Kansas City Royals - 20
	Federal Womens Association Lunch - 15
June 1991	Ft. Leonard Wood Summer Camp - 35

City Invitational Match, Van Horn High School - 10

Regional Junior Olympic Meet, St. Joseph, MO - 38

Appendix B

Teacher Responses to Summer In-Service (1990)

Table B-1

Northeast Military Magnet

Teacher Responses to Summer In-Service (1990)

Session Item		Agree	Disagree
1.	**Volunteer Public Service/Volunteerism - Monday (N = 59)**		
	A. New information related to magnet theme(s)	75%	25%
	B. Able to apply the experiences or information to help me implement the magnet theme(s)	80%	20%
2.	**Departmental Public Service Projects - Tuesday P.M. (N = 40)**		
	A. New information related to magnet theme(s)	90%	10%
	B. Able to apply the experiences or information to help me implement the magnet theme(s)	90%	10%
3.	**CPR - Tuesday - P.M. (N = 16)**		
	A. New information related to magnet theme(s)	94%	6%
	B. Able to apply the experiences or information to help me implement the magnet theme(s)	94%	6%
4.	**Law Library Utilization/Military Library Utilization - Wednesday A.M. (N = 54)**		
	A. New information related to magnet theme(s)	91%	9%
	B. Able to apply the experiences or information to help me implement the magnet theme(s)	91%	9%
5.	**You Can Have Any Body - Wednesday P.M. (N = 58)**		
	A. New information related to magnet theme(s)	72%	28%
	B. Able to apply the experiences or information to help me implement the magnet theme(s)	66%	35%
6.	**Introduction to Military Science/Tour of Military Science Facilities - Thursday A.M. (N = 53)**		
	A. New information related to magnet theme(s)	89%	11%
	B. Able to apply the experiences or information to help me implement the magnet theme(s)	91%	9%
7.	**Military Career Options - Thursday P.M. (N = 54)**		
	A. New information related to magnet theme(s)	85%	15%
	B. Able to apply the experiences or information to help me implement the magnet theme(s)	85%	15%
8.	**Police Department Ride-Along - Friday A.M. (N = 19)**		
	A. New information related to magnet theme(s)	95%	5%
	B. Able to apply the experiences or information to help me implement the magnet theme(s)	95%	5%
9.	**Truman Library and Truman Homes Tours - Friday A.M. (N = 55)**		
	A. New information related to magnet theme(s)	86%	15%
	B. Able to apply the experiences or information to help me implement the magnet theme(s)	87%	13%